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A proposal for an enrichment program for academically talented junior high school students from low-income families in certain areas of Boston is presented. Basic assumptions are that there is an obvious and pressing need to give extra help to the able student from a disadvantaged background, and that a relatively brief enrichment experience for such students can produce substantial results in terms of future educational opportunities.

Some specific objectives are to identify academically talented junior high school students in the districts involved; to provide supplementary educational, cultural, and recreational experiences for these students; and to provide each student with useful guidance information about his immediate educational choices, special opportunities for future educational assistance, and part-time earning opportunities.

The program began during the spring semester of the school year 1964-65, and will run for 14 to 16 months thereafter. It involves 75 junior high school students who are predominantly boys. The program provides such services to students and parents as an evaluation and assessment of academic talent that is based on school records and that is followed by a series of tests; a full introduction and orientation to the project for the selected students and their parents; and a series of motivational initial experiences that include recreational exposures, general guidance sessions, discussion meetings with "hero" figures, and introductory student-parent meetings. Personnel include a director, a part-time associate director, a half-time secretary, five experienced teachers, and seven after-school guidance people. Preliminary budget estimates total $84,185.

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ENRICHMENT PROGRAM

FOR

ACADEMICALLY TALENTED JUNIOR HIGH SCHOOL STUDENTS FROM LOW INCOME FAMILIES

A Demonstration and Training Proposal

November, 1964

The Lincoln Filene Center for Citizenship and Public Affairs
Tufts University
Medford, Massachusetts 02155

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THE PROBLEM

Any program to increase educational opportunities for disadvantaged youth must take into consideration both the extent of the need for the program and its chances of making a meaningful impact. This proposal for an enrichment program for academically talented, junior high school students, from low-income families living in certain areas of Boston, is grounded on the twin assumptions that:

1. There is an obvious and pressing need to give extra help to the able student from a disadvantaged background, at the junior high school level.

2. A relatively brief enrichment experience for such students can produce substantial results in terms of future educational opportunities.

Many of us have a tendency to believe that the academically talented youngster from a disadvantaged background is probably going to "make it" somehow, and that the greater need is to focus on the student who may not be an extremely rapid learner but deserves, and can make good use of, extra academic help. Perhaps this assumption derives from our knowledge of able students from such backgrounds who have been able to "make it" in terms of education and career opportunities.

Unfortunately, the success of such individuals is by no means the same thing as the success of the able but disadvantaged group. In fact, under current conditions, most of the academically talented students from the districts involved in this proposal (especially the non-whites) probably do not get educational opportunities which are likely to provide anything remotely like the quality of education or the career choices which are presently available to academically talented youngsters from middle class families, to say nothing of the absence of informed educational guidance and appropriate "model figures" in the disadvantaged group.

Because these able disadvantaged youngsters have so much currently unrealized potential, the chances of making a meaningful contribution to their educational advancement through relatively moderate investments of time and money seem very great. It is especially important, moreover, to make such an investment during the crucial junior high school years, at a time when such youngsters can be placed solidly on the road to academic advancement, or, as seems more usually to be the case, can get hopelessly and irrevocably untracked for the rest of their educational careers.

The fact that we do not know enough about many of the assumptions underlying the above statements is a problem. How likely, for example, are able students, who do not get such interventions, to make future educational progress comparable to those who do receive the benefits of such interventions? How little or how much "intervening" is necessary for the desired results? Do interventions at the junior high school level come early enough to make a real difference?

Among the many things one can do for such students, what services should have the highest priority? Can summer projects be utilized to attract and train a potentially valuable resource in the form of talented new teachers for our disadvantaged areas?

PURPOSE

This proposal is designed to make substantial contributions to the answers to such questions. We shall also, in the course of the effort, make an attempt to provide these able, disadvantaged junior high school students with a relatively brief but sufficient educational and motivational boost, designed to place him solidly on the road to academic and career advancement. We shall also research and evaluate the results of the project from a number of different points of view. The specific objectives of the proposal, in rough chronological sequence, are:

1. To identify the academically talented junior high school students in the districts involved;

2. To provide supplementary educational, cultural, and recreational experiences for these students;

3. To provide each student with "hard," useful guidance information about his immediate educational choices, special opportunities for future educational assistance, part-time earning opportunities, etc.;

4. To stimulate students and their parents towards realistic aspirational levels, appropriate to individual talent;

5. To enhance each student's immediate prospects for secondary school opportunities which can in turn lead to the best long range educational opportunities;

6. To help develop the skills necessary for academic success in these secondary schools;

7. To provide the summer staff with pre-service training in the problems of teaching disadvantaged youth and to inform them about the challenges and opportunities of career work in this area;

8. To compare the educational futures of the students involved with those of a control group;

9. To compare the educational futures of the students involved with the products of the ABCD - Brandeis 1964 Summer Enrichment Program (a "summer intervention only" program);

10. To evaluate the impact of the various services provided through staff assessments, follow-up interviews of students in later years, and student assessments at the end of the project;

11. To ascertain the ultimate careers of the summer staff.

SETTING AND AUSPICES

The program will be under the auspices of the Lincoln Filene Center for Citizenship and Public Affairs, Tufts University. The summer aspects of the program will be conducted mainly on the Tufts University campus; the school year activities will be held mainly in the community. Community meetings, classes, etc. will be held in facilities of the New England Community Development Corporation, which will cooperate with the Center in the work in the Community. Evaluation will be handled by Action for Boston Community Development (ABCD).

DURATION OF PROJECT, NUMBERS INVOLVED

The program will begin during the second (spring) semester of the school year 1964-1965, and run for fourteen to sixteen months thereafter, i.e. until the end of the academic year 1965-1966. It will involve seventy-five junior high school students from the Lewis, Timilty, Campbell, and Holmes districts, selected from students in the eighth grade at the time of the initiation of the project. The students will be predominantly, but not completely, boys, with no less than 15, and no more than 25 girls involved. Periodic evaluative follow-up steps will take place in the following years.

SERVICES PROVIDED

The program will provide the following services to the students and parents:

1. An evaluation and assessment of academic talent, based on school records, followed by a series of tests patterned after the procedure of the "School Project" of the Community Service Society of New York. (Wechsler Intelligence, Stanford, Pinter Cunningham, Michigan Picture Stories, California Mental Maturity and Achievement, etc.)

2. A full introduction and orientation to the project for the selected students and their parents.

3. A series of motivational initial experiences, including recreational exposures, general guidance sessions, discussion meetings with "hero" figures, introductory group parent meetings, etc.

4. A six-week, twice-a-week tutorial program to prepare the students selected for the Latin School examinations and, if the schools approve, the entering ninth grade exam for Technical High School.

5. An eight-week summer program, modeled to some extent on the 1964 ABCD-Brandeis Summer Enrichment Project. This program would differ significantly from the 1964 program in the following ways: a regular mathematics course would be included; the English course would have a greater emphasis on writing; the guidance component would be more heavily emphasized; workshop projects would run for two months in science, art and music, mathematics, reading development, writing, history and government, and language; there would be a greater division of labor among staff; overnights would be used primarily for academic and guidance purposes.

6. An after-school guidance and enrichment program during the school year, following the summer program, would include regular group meetings, additional cultural exposures, regular individual counseling and regular parents' meetings. For students still in a junior high school, this would also include the opportunity for spring semester preparation for the entering 10th-grade Boston Technical examination.

7. A credit seminar on "Teaching the Disadvantaged" for the summer staff. This course will be designed to provide the staff with a systematic introduction to the problem and to motivate future careers in this area.

8. A survey of summer staff careers four years after completion of project.

9. Feriodic informational follow-up on students in program and control group, as outlined above under "purpose."

10. Comparative evaluation of various services provided, as outlined above.

SPECIAL ASSETS

Among the special assets of the proposal are:

1. The availability of a director and some staff with previous experience in the ABCD-Brandeis program.

2. The availability of the Tufts campus facilities, including a pool, for the use of the summer program.

3. The availability of necessary data on the ABCD-Brandeis project.

4. The recognition that parent involvement on a regular basis is essential to the success of the project.

5. The fact that the present program starts on the basis of accomplishments and errors of a previous program and can build up from this established "program plateau."

6. The existence, in the Lincoln Filene Center and in the New England Community Development Corporation, of a long standing concern for and preoccupation with problems of educating disadvantaged youth.

7. An emphasis on the immediate practical needs of the students involved.

8. The program, if successful, can be readily duplicated in subsequent years, under the same auspices.

PERSONNEL

Personnel will include the Director (Mr. Harvey Pressman) who is Program Director at the Lincoln Filene Center and who served as Director of the ABCD-Brandeis program. Also included will be an Associate Director (part-time), hired by the Director, who also served on the Brandeis project; a secretary (1/2 time); 5 experienced teachers, hired for the initial six-week afternoon tutoring program; and 7 after-school guidance people, hired for the second year's program.

Additional summer staff would include six experienced teachers, eight graduate or undergraduate students, one full-time secretary, plus specialists, consultants, and speakers brought in to deal with specific problems and issues.

BUDGET

Preliminary budget estimates are as follows:

Director (1/2 time for 16 mos.)	$7,000
Associate Director (part-time 14 mos; full-time summer)	4,000
Secretary (1/2 time for 16 mos.)	3,000
5 After-School Teacher-Tutors (@25/wk.for 6 wks.)	750
6 Teachers, Summer	6,000
1 Secretary, Summer (10 wks.)	750
8 Graduates or Undergraduates (Summer)	2,000
Specialists, Consultants, Speakers	750
Transportation, Summer	3,200
Staff Room, Summer	1,650
Staff Board, Summer	2,900
Student Meals, Summer	3,500
Student Rooms, Summer	935
Books and Materials	3,600
Excursions	4,500
Testing Process	750
Overhead	12,000
Community Facilities	3,200
Tuition for Summer Staff	900
7 After-School Guidance Teachers (@ $1400/yr.)	9,800
Follow-up Evaluation (By ABCD)	13,000
TOTAL	$84,185